



DAISY ELEMENTARY

2801 Red Bluff Road
Loris, South Carolina

Grades	PK-5 Elementary School	
Enrollment	561 Students	
Principal	Dawn N Brooks	843-756-5136
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Below Average	Below Average
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

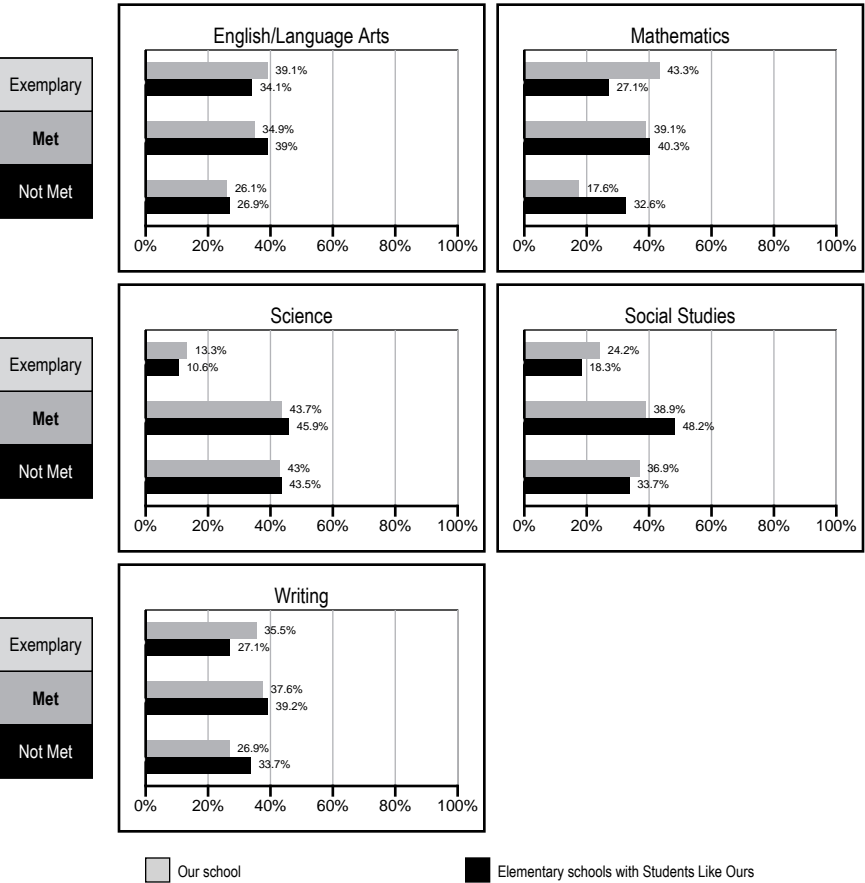
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	91	14	1

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=561)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.5%	Up from 3.4%	1.6%	1.2%
Attendance rate	97.0%	Up from 96.5%	95.7%	96.1%
Eligible for gifted and talented	13.7%	Up from 8.2%	9.4%	11.7%
With disabilities other than speech	10.5%	Up from 9.9%	9.1%	8.0%
Older than usual for grade	0.2%	Up from 0.0%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	46.3%	Up from 30.4%	57.6%	60.5%
Continuing contract teachers	80.5%	Up from 69.6%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.4%	0.0%	0.0%
Teachers returning from previous year	91.7%	Up from 86.9%	86.0%	87.0%
Teacher attendance rate	91.7%	Down from 95.1%	95.0%	95.4%
Average teacher salary*	\$47,439	Up 2.4%	\$46,445	\$47,288
Professional development days/teacher	21.7 days	No Change	11.1 days	10.5 days
School				
Principal's years at school	6.5	Up from 5.5	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 16.4 to 1	19.2 to 1	19.2 to 1
Prime instructional time	88.3%	Down from 91.3%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,573	Up 4.8%	\$7,574	\$7,548
Percent of expenditures for instruction**	66.7%	Up from 66.0%	67.4%	68.7%
Percent of expenditures for teacher salaries**	62.1%	Up from 46.9%	64.2%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Daisy Elementary's mission is to ensure that each child receives a personalized quality education where she or he is nurtured and challenged by actively engaging in meaningful standards-based learning in preparation for their future. Through the hard work of our staff and students, we have continued to ensure success for all.

The 2009-2010 school year completed our 16th year operating on a year-round calendar. Students in grades K-5 received daily, specially planned instruction on their level in English language arts and math. Teachers met weekly to plan and discuss ideas to enhance instruction in the classroom. Measures of Academic Progress (MAP), DIBELS, and Comprehension MAZES provided us with valuable data to better analyze children's strengths and weaknesses.

Staff participated in professional development focused on the Five Big Ideas of Reading (Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency, Comprehension, and Vocabulary). Most teachers have participated in the district's laptop computer initiative, and all have access to a SMART Board in their classroom. All teachers participated in training for Everyday Math and Direct Instruction.

All children participated in Walk to Read which consists of Reading Mastery and workstations on their appropriate Reading Mastery level and lexile level. Students and staff were involved in the community through Jump Rope for Heart, HTC Recycling, and Relay for Life. Approximately 150 students attended Intersession School during the fall, winter, and spring breaks. Thirteen fifth grade students participated in a pre-algebra on-line course. Two teachers earned National Board Certification, five completed a master's degree, and two are pursuing doctorates.

Daisy Elementary School is committed to reaching our goals, and we look forward to working with PTO, School Improvement Council, and parents to increase parental and community involvement. We are proud of the successes of our students and staff. We invite you to become an integral part of our commitment to excellence.

Dawn N Brooks, Principal
 Tyler Caines, School Improvement Chairperson 2009-2010

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	78	65
Percent satisfied with learning environment	86.1%	94.9%	90.8%
Percent satisfied with social and physical environment	97.2%	92.1%	90.8%
Percent satisfied with school-home relations	77.8%	85.9%	84.6%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	266	100	25.5	34.2	40.3	86	85.4	83.5	Yes	Yes
Gender										
Male	136	100	28.3	35.8	35.8	84.2	82	80.1	N/A	N/A
Female	130	100	22.8	32.5	44.7	87.8	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	133	100	18.4	30.4	51.2	92	89.5	89.6	Yes	Yes
African American	110	100	34.3	39.4	26.3	78.8	73.7	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	90.7	92.7	I/S	I/S
Hispanic	18	100	25	31.3	43.8	87.5	82.1	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
Disability Status										
Disabled	49	100	60	22.2	17.8	66.7	58.2	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	28.6	28.6	42.9	85.7	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	230	100	29.3	36.5	34.1	83.7	80.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	266	100	17.3	38.7	44	90.1	84.2	80.4	Yes	Yes
Gender										
Male	136	100	19.2	37.5	43.3	86.7	82.2	78.4	N/A	N/A
Female	130	100	15.4	39.8	44.7	93.5	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	133	100	11.2	35.2	53.6	93.6	89.5	87.8	Yes	Yes
African American	110	100	25.3	42.4	32.3	84.8	69.8	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.1	93.5	I/S	I/S
Hispanic	18	100	12.5	43.8	43.8	100	78.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Disability Status										
Disabled	49	100	57.8	22.2	20	68.9	53.9	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	14.3	42.9	42.9	100	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	230	100	19.7	41.8	38.5	88.5	78.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	179	98.9	42.5	43.1	14.4	57.5	71.8	67.3
Gender								
Male	92	98.9	41.6	42.9	15.6	58.4	71.7	66.9
Female	87	98.9	43.4	43.4	13.3	56.6	71.9	67.7
Racial/Ethnic Group								
White	85	100	27.5	48.8	23.8	72.5	80.4	79.6
African American	76	97.4	57.6	37.9	4.5	42.4	48.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.9	84.4
Hispanic	13	100	63.6	27.3	9.1	36.4	61.9	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80	69.5
Disability Status								
Disabled	39	94.9	72.7	21.2	6.1	27.3	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	59.1	58.6
Socio-Economic Status								
Subsidized meals	156	98.7	47.1	42	10.9	52.9	63	55.4

Social Studies

All Students	174	99.4	36.5	38.4	25.2	63.5	75.3	70.9
Gender								
Male	90	100	35.4	31.7	32.9	64.6	74.2	70.1
Female	84	98.8	37.7	45.5	16.9	62.3	76.5	71.7
Racial/Ethnic Group								
White	82	98.8	28.6	32.5	39	71.4	80.5	79.2
African American	78	100	46.5	43.7	9.9	53.5	59.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.9	86.8
Hispanic	11	100	I/S	I/S	I/S	I/S	74	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	66	71.2
Disability Status								
Disabled	25	96	47.8	39.1	13	52.2	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	72.8	68
Socio-Economic Status								
Subsidized meals	152	100	40.6	40.6	18.8	59.4	68	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	267	98.1	26.9	37.6	35.5	73.1	76.8	72.1	97	95.8
Gender										
Male	136	97.8	30.5	43.2	26.3	69.5	69.9	65.2	96.8	95.7
Female	131	98.5	23.4	32.3	44.4	76.6	83.9	79.2	97.3	95.8
Racial/Ethnic Group										
White	134	99.3	19.7	34.6	45.7	80.3	83.2	80.8	96.2	95.5
African American	109	96.3	37.9	42.1	20	62.1	59.2	59.7	97.9	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.2	87	N/A	96.9
Hispanic	19	100	17.6	35.3	47.1	82.4	69.7	64.6	98.1	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	70.6	73.4	98.1	94.1
Disability Status										
Disabled	49	89.8	70.7	19.5	9.8	29.3	34.3	27.7	97.3	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	20	33.3	46.7	80	67.2	63.7	98.5	96.7
Socio-Economic Status										
Subsidized meals	232	98.3	30.8	40.4	28.8	69.2	68.9	61.9	97.2	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	92	100	33.7	37.3	28.9	66.3
	4	83	100	21.4	44.3	34.3	78.6
	5	72	100	33.3	51.5	15.2	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	94	100	18.8	20	61.2	81.2
	4	88	100	28.8	41.3	30	71.3
	5	84	100	29.5	42.3	28.2	70.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	92	100	34.9	42.2	22.9	65.1
	4	83	100	11.4	40	48.6	88.6
	5	72	100	28.8	39.4	31.8	71.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	94	100	21.2	21.2	57.6	78.8
	4	88	100	12.5	47.5	40	87.5
	5	84	100	17.9	48.7	33.3	82.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	44	100	35.9	48.7	15.4	64.1
	4	83	100	21.4	67.1	11.4	78.6
	5	36	100	N/AV	N/AV	N/AV	60.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	48	97.9	37.2	37.2	25.6	62.8
	4	87	100	40.5	46.8	12.7	59.5
	5	44	97.7	52.6	42.1	5.3	47.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	48	97.9	37.2	39.5	23.3	62.8
	4	83	100	18.6	48.6	32.9	81.4
	5	36	100	39.4	45.5	15.2	60.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	46	100	14.6	36.6	48.8	85.4
	4	88	98.9	36.7	40.5	22.8	63.3
	5	40	100	59	35.9	5.1	41
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	94	98.9	45.2	27.4	27.4	54.8
	4	81	98.8	37.1	40	22.9	62.9
	5	71	100	34.8	42.4	22.7	65.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	95	99	23	24.1	52.9	77
	4	88	96.6	32.1	42.3	25.6	67.9
	5	84	98.8	26	48.1	26	74
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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